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2020–2021 School Handbook

"Preparing students to succeed in an ever-changing local and global society."

Non-discrimination Statement: This explains what to do if you believe you have been treated unfairly.

In accordance with Federal civil rights law and the U.S Department of Agriculture (USDA) civil Rights regulations and policies, the USDA, its Agencies, office, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadline vary by program or incident.

Dear TLC! Families,

Welcome to, or back to, The Learning Center! The faculty and staff are looking forward to working with you to make this year a successful one.

This past year has been met with many challenges, hardships, and exciting opportunities for the face of education. The Learning Center! has always remained committed to providing high-quality, innovative educational experiences through the activities on campus. During the COVID-19 pandemic, our school has been able to get more creative and innovative than ever. Our dedicated staff, in addition to hard-working families and bright students, have spent long hours developing a solid plan that will keep students safe, secure, and connected to education with any changing developments that unfold over the course of the 2020-2021 school year. Enclosed in this Handbook, you will find information on how to succeed this year in any format. Please take the time to look through these pages, ask any questions you may have, and refer to this throughout the year. Together, we will make a true difference in our students' lives, as well as in the community.

These procedures have been written to coordinate with the policies of the North Carolina State Board of Education and integrate with the mandates from our local, state and federal governments. It is appropriate and possible that particular policies or procedures may be changed during the school year in order to create a safer, more efficient environment or, as required, to be in compliance with North Carolina law. Should changes occur, they will be communicated to you as an update on the website and via automated phone calls.

A strength of any school community is the joint effort of parents and staff to establish and maintain high expectations for all areas of student growth and development. Close communication between home and school supports the best interests of each student here at TLC! After reviewing this Playbook with your child, please sign off in Magnus. As always, feel free to contact us if you have any questions or concerns.

We look forward to partnering with you to ensure that your child has a very successful, safe, and memorable school year!

Sincerely,

Ryan Bender, Head-of-School
828.835.7240
ryan@naturallygrownkids.org

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MISSION STATEMENT

To **provide** each student in our care with a multi-learning style approach to instruction which takes into account his/her developmental level and learning style.

To **promote** healthy self-esteem based on real academic progress and responsible membership in a community of learners.

To **produce** independent, healthy learners and problem solvers who are well prepared to succeed in the other academic settings they will enter.

VISION

Our vision is to foster a safe, creative, dynamic Community of Lifelong Learners through hands-on, project-based teaching and learning that prepares our students to succeed in an ever-changing society and to become responsible members of a global community.

COMMUNICATION COMMITMENT

We firmly believe that consistent communication is an essential element in a child's academic success. The administration and staff are committed to keeping you informed on your child's progress throughout the entire school year and to being accessible to you as long as it does not interfere with the students' instructional time. We communicate in a variety of ways; notes, student planners, ClassTag, direct telephone calls, automated phone messages, text, email, or face-to-face meetings. If you have a question or concern about your child, please contact your child's teacher.

SCHOOL GOVERNANCE

The North Carolina Department of Public Instruction, with direction from the North Carolina State Board of Education, and in accordance with legislation passed by the North Carolina General Assembly grants authority to The Learning Center! Charter School Board of Directors to operate The Learning Center! Charter School. Positive and supportive leadership is the cornerstone of our success as a school. Without the Board of Directors' support and time volunteering to our school, we would not be able to have the exceptional instructional program that we have today. The Board of Directors is the governing body of the school. It is responsible for all TLC! policies and procedures that affect the instructional and operational functions of the school.

2019-2020 Board Members

Ms. Anna Sharp, Chairperson
Ms. Sue Astley
Ms. Pat Sherrill

Ms. Denise Richards, Vice Chairperson
Mr. Trevis Hicks

The Board of Directors meets the second Tuesday of the month on the TLC! Campus and virtually via Zoom unless otherwise announced on our website, <https://www.naturallygrownkids.org/board-of-directors>, and/or school calendar. Meetings are open to the public and follow all North Carolina Open Meeting Laws. The Board calendar and open meeting minutes are published in a timely manner on the school's website, www.naturallygrownkids.org, and a hard copy is available for viewing, if requested. Please inquire in the office. No minutes are available for Closed Sessions

The Learning Center! Charter School 2020-2021 A/B Calendar

August '20						
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July '19						
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Color Key	Holidays	Teacher In-Service	Report Cards go home	Trimesters
A Student In-person days	Sept. 7- Labor Day	Aug. 10-14	Dec. 1	TRIMESTER 1 ends Nov.6
Holidays- School Closed	Oct. 12 - Columbus Day	Sept. 30	Mar. 2	
Teacher In-Service	Nov. 11- Veterans Day	Oct. 28	May 28	TRIMESTER 2 ends Feb.19
B Student In-person days	Nov. 25-27- Thanksgiving	Nov. 23-24		
Remote Learning Days all	Dec. 21-Jan.1 Christmas	Jan. 27		TRIMESTER 3 ends May 28
	Jan. 18- MLK Birthday	Feb. 25		
	Feb. 26- Winter Break	Mar. 31		Total In-person hours: 295.36
	April 2- Good Friday	Apr. 28		Total Remote hours: 748
	April 12-16- Spring Break	Total In-Service- 13		Total Instructional Hours 1043.36
IH= Instructional Hours In-Person Hours = 4.16 IH + 2 Remote Remote Days = 6 IH				

2020-2021 TLC! FACULTY AND STAFF

ADMINISTRATIVE/OFFICE STAFF	
Executive Director	Mary Jo Dyre
Head of School/Expeditionary Learning Coordinator	Ryan Bender
Assistant Executive Director	Karen Brinke
Associate Academic Director	Stephanie Hopper
School Success Coordinator/Testing Coordinator/PE Coordinator	Cheryl Catuto
Finance Director	Darrin Bond
Data & Information Manager	Cheryl Kirby
Receptionist/Administrative Assistant	Kelly Parker
Public Relations/Social Media/Website	Dana Bolyard
CLASSROOM TEACHERS/PARAPROFESSIONALS	
Kindergarten Teacher/Paraprofessional	Louise Smith/ Tina Hill
Grade 1 Teacher/K-2 Team Liaison/Paraprofessional	Katie Beavers/Martha Abad
Grade 2 Teacher/Paraprofessional	Lauren Kelaher/Martha Abad
Grade 3 Teacher	Kathleen Shook
Grade 4 Teacher	Carrie Dyer
Grade 5 Teacher/3-5 Team Liaison	Regina Stafford
Grades 6 - 8 Science	Jessie Adams
Grades 6-7 Compacted Math/Grade 8 Math 1/Khan Academy Ambassador	Jess Stephens
Grades 6-8 English Language Arts	Kim Cox
Grades 6-8 Math	Jay Ward
Grades 6-8 Social Studies/6-8 Team Liaison/Drama Program Music Director	Judy Coleman
INSTRUCTIONAL SUPPORT STAFF	
Exceptional Children Coordinator	Cindy Brockway
Exceptional Children Assistant Coordinator	Monica Matthews
Exceptional Children Teacher	Heather Rogers
Exceptional Children Teacher	Maureen Modica
MTSS Reading and Math Teacher	Kim Rhodes
Elementary Science/Outdoor Education Coordinator	Emily Willey
Physical Education Staff	Cheryl Catuto/Shelley Farmer/Sean Bain
K-3 Chorus	Kelly Denton
K-3 Art	Kelly Denton
AFTERSCHOOL STAFF	Byron Roberts
TECHNOLOGY STAFF	
IT Contracted Technicians	The Tech Guys
NUTRITION STAFF	
Nutrition Director	Hilary Ehlers
Child Nutrition Kitchen Manager	Robyn Dyer
Child Nutrition Assistant	Chad Johnson
Child Nutrition Assistant	Cindy Harmon
MAINTENANCE STAFF	TBA
CONTRACTED SUPPORT SERVICES	
Speech Therapy/Occupational Therapy/Mental Health Services	DotCom Therapy
E-therapy Helper	Shirley Kephart
Physical Therapy	Shannon Lominac

HOURS OF OPERATION

NEW: Office hours are from 8:00 a.m. until 3:30 p.m. daily.

Please note: the office will be closed to all foot traffic in order to keep our staff and families safe. To conduct any business with office staff, please park your car, call the school 828.835.7240, and wait to be assisted. A representative of the school will come out to your car to assist you.

You may call the office at 835-7240 for emergencies. Important messages will be relayed to students or staff members upon request.

Classrooms open at 7:30 for students who have checked in as described below. The instructional day begins promptly at 7:55 and ends at 12:30. The LEAP program begins immediately at the end of the regular school day and ends at 3:30, where the paid after school program will begin.

MORNING ARRIVAL AND AFTERNOON DEPARTURE

Morning procedures will be as follows:

- **All families** will enter the school by the railroad tracks entrance. (NOTE: NO families will be allowed to enter the main entrance from 7:15-8:00 in the mornings).
- Families will drive around the school, and drop off their students by the greenhouse in front.
- Students **MUST** wait in their cars until their temperatures have been taken and three COVID questions have been asked.
 - o Has your child had close contact (within 6 feet for at least 15 minutes) in the last 14 days with someone diagnosed with COVID-19, or has any health department or health care provider been in contact with you and advised you to quarantine?
 - o Does your child have any of these symptoms: Fever, chills, shortness of breath or difficulty breathing, new cough, new loss of taste or smell?
 - o Since they were last at school, has our child been diagnosed with COVID-19?
- Once a student completes the screening, he/she can get out of their car and proceed to their homeroom.
 - o Students eating breakfast will go to the Dining Commons and pick up their bag breakfast to take to the classroom and eat.
- The instructional day begins and classroom doors will be locked at 7:55 am. Students will be given tardy slips to present to their teachers if they check in after 7:55.

***In order to keep students safe, no parents will be allowed to get out of the car with students and walk them to class/have breakfast. There will be ample supervision to ensure all students reach their appropriate destination. Parents needing assistance from the office will need to wait until after 8:00, park their cars, call the school 828.835.7240, and wait to be assisted. ***

All absence excuses must be turned in or emailed to the homeroom teacher or the office at tlccs@naturallygrownkids.org.

AFTERNOON PICK-UP

Student pick-up begins at 12:30 pm for all students. Parents enter the pick-up line at the driveway between the Dining Commons and the railroad tracks. Traffic loops around the back of the school where K-1 students dismiss. Students in grades 2-8 are picked up in front of the school. All students will dismiss from their classrooms. *A staff member will supervise students entering the pick-up zone and escort students in grades K-4 to the cars.*

Students will not be released to anyone not previously authorized by the parent and listed on our official "pick-up list".

Parents must give their permission in writing or by calling the office before we will release a student to any other person.

SCHOOL CLOSINGS

TLC! follows the Cherokee County Schools schedule for weather related closings, delays and early dismissals. These closings are announced on local radio stations, area television stations, and all parents and staff will receive a Bright Arrow telephone notification. TLC! does not follow the CCS schedule for make-up days. The school will notify parents of scheduled make-up days.

If school closes early, all after school programs will be cancelled for that day.

*****The Learning Center may make the decision to enter Total Remote Learning for all students based on guidance from the state, local health department, and COVID-19 metrics in the surrounding areas. Teachers and administrators will work to communicate this to families as early as possible.*****

AFTERSCHOOL PROGRAMS

The following is a description of the Afterschool programs we offer.

LEAP PROGRAM (limited space, open to families who submit a request letter to ryan@naturallygrownkids.org)

Staff members will safely monitor and engage students throughout the day in a fun and enriching environment. Quality activities will be provided to meet the needs of our students. All sanitation and safety precautions will be adhered to during our LEAP program.

Program includes

- Free lunch and breakfast
- Monitored remote learning time w/ computer access
- Recess
- Outdoor Education
- Classwork/ Project Time (not on the computer)
- STEAM/Arts/ Crafts
- Story Time or Silent Reading Time

AFTERSCHOOL PROGRAM

*****There will be no After School options for students from 3:30-5:30. All students must be picked up no later than 3:30 p.m. daily.**

NUTRITION PROGRAM

Monthly Menus are available in the office or on our website: www.naturallygrownkids.org

BREAKFAST AND LUNCH ARE FREE TO STUDENTS OF THE LEARNING CENTER! CHARTER SCHOOL.

Serving times are as follows:

Breakfast: Service begins at 7:30 a.m. Service ends at 7:55 a.m. No students will enter the Dining Commons for breakfast, but will pass by and pick up a bagged breakfast to take to their classroom.

Lunch: All lunches will be served in the classrooms. Lunch times will be as follows:

- K-2 – 10:45-11:10
- 3-5 – 11:20-11:45
- 6-8 – 11:55-12:20

Lunches from Home

Parents of students who bring lunch from home are strongly encouraged to send healthy, well-balanced meals that meet their child's nutrition needs. *Students may not bring sodas, energy drinks, gum, or candy to school.*

Packing In Health

We know that while our school lunches are a healthy option, they are not the only healthy option, and that for various reasons and at various times, your child may opt to bring lunch from home. Meeting a child's nutritional needs with a packed lunch is fairly simple if you keep a few guidelines in mind.

Growing elementary aged children need foods from all food groups to keep growing and to stay healthy. A healthy packed lunch should include the following.

- **A serving or two of whole grains-** 100% whole grain bread is the obvious choice, but wraps and crackers are increasingly available in whole grain options. Just remember to read the label carefully. It should say 100% whole grain or 100% whole wheat and whole wheat or some other whole grain will be the first ingredient listed. Know what you are buying. The increase in childhood diabetes and obesity seems to be linked to an increase in simple carbs like enriched white flour and sugars.
- **Two or more ounces of protein-** Peanut butter, tuna, lean sandwich meat, eggs, cheese, nuts, beans or hummus if your child will eat those. Avoid high fat or fried meats.
- **Two or more servings of fruit and vegetables-** Whole pieces of fruit pack well and are a good choice. Or take time to cut them up into pieces if that works better for your child. Canned fruit cups and fruit leathers are fine IF it is truly fruit and not mostly sugar and flavoring. Again, read the labels. Vegetables that pack well are raw carrots, broccoli, cauliflower, celery. If giving them a little ranch dressing or other dip helps them eat their vegetables, that's fine. As another option you can pack vegetables left over from dinner.
- **Dairy products-** Try including yogurt, cheese or milk. Try to avoid milk and yogurts with a lot of added sugar and artificial flavoring.
- **Drinks-** Water is available in the Dining Commons. Milk (1% and skim) is also available for purchase at lunch time. If you pack fruit juice, you will want to read your labels carefully again remembering that "contains fruit juice" and "100% fruit juice" are two totally different things. Look at the first ingredient in the list.
- **What to avoid-** Candy, gum, sugary drinks including most sports drinks, snacks full of fat and simple carbs like most chips and cookies. These foods spike insulin levels (the sugar high) and are thus somewhat addictive. Once the insulin drops back to normal, or often below normal, the child will likely feel lethargic and possibly even have difficulty concentrating in afternoon classes. The repeated spiking of insulin levels can lead to long term health issues.

If following the above guidelines is going to represent a major change in the way your child is eating, it may help if you involve them in choosing and even preparing their lunches. Education about food choices can happen informally and naturally as you and your child shop for healthy foods or make lunches together.

STUDENT ATTENDANCE/TARDY POLICY

Regular school attendance is mandatory in North Carolina for all students enrolled in a public school. (NCGS 115C-378 Art. 26) Research confirms that a student's success or failure in school directly corresponds to the student's attendance. Students must attend school regularly, arrive on time, and remain at school for the entire day. Student attendance impacts student promotion/retention decisions.

Plan B Students are expected to be present on their specified A or B days (Mondays and Tuesdays for A students, and Thursdays and Fridays for B students). If a student is unable to attend for any reason, they are expected to work and engage remotely on those days.

Attendance Procedures for Remote Learning Days:

Students not present for in-person instruction days are responsible for checking in with their teachers prior to 5:00 p.m. Daily attendance will be taken in the form of:

- Engagement through Google Classroom
- Participation in Zoom meetings,
- Emails, calls, or texts to teachers with parent permission and supervision

*****All students working remotely must check in on a daily basis before 5:00 pm to be counted present for each day*****

Any student who is absent without checking in for more than two days in a row will be contacted by a member of the Communications Team. Continued absences will result in a conference with the Head of School, and may result in incomplete grades for the year.

All absences require the submission of a written excuse. Please submit the excuse in writing or by email to the homeroom teacher or the office (tlccs@naturallygrowingkids.org) within 5 school days of the student's return. Absences are considered unexcused if a **written excuse** has not been submitted. All student absences are reported to the state and are reviewed annually.

Lawful/Excused Absences

The following is a list of the reasons the state will accept as a lawful/excused absence. **An absence for any reason other than those listed below is unexcused. Students are allowed 12 excused absences per year.**

1. Illness or injury- when illness or injury prevents the student from being physically able to attend school.
2. The local health officer or the State Board of Health orders the isolation of the child.
3. Death in the immediate family- the absence results from the death of an immediate member of the family (parents, siblings, or grandparents).
4. Medical or dental appointments for the student.
5. Court or Administrative Proceedings- when a student is required to attend a court proceeding or an administrative tribunal as a party to the action or under subpoena as a witness.
6. Religious Observance- the tenets of a religion to which a student or his/her parent adheres require observance of a religious event. The duration of such observances should not interfere with the education of the student.

The school has the right to require a doctor's excuse for every absence in excess of the number allowed.

Long term medical absence- Arrangements shall be made for any student who must be absent from school for an extended illness **after** a medical doctor confirms that the student will be hospitalized or homebound for at least four weeks.

Total Remote Learning Plan

The Learning Center is prepared to offer a Total Remote Plan for families who feel uncomfortable coming to school. Families under the Total Remote Plan are required to sign a **Remote Learning Agreement** detailing the requirements for participation. Students will be required to check in with their teachers prior to 5:00 p.m. every day. Strong communication must be maintained with teachers to ensure success during the school year.

Tardy/Early Dismissal

A child's success in school is negatively impacted by excessive times tardy or early dismissals. Please make every effort to get your child to school on time and to schedule other events/activities after school hours. **Students are allowed 12 excused absences per year.**

The school has the right to require a doctor's excuse for every tardy or early dismissal in excess of the number allowed.

Procedures

- When a student arrives late to school he/she must report to the office before entering the classroom.
- If you pick your child up early from school, you must do so through the office, as well.
- All times tardy and early dismissals will be documented.

Make-up Work

Students are required to complete all assignments missed during an absence or due to being tardy or dismissed early within three (3) days of the student's return to school.

Students who are absent because of out-of-school suspensions are required to make up all daily work and take all tests missed during the period of suspension. (NCGS 115C-391)

ACADEMICS/CURRICULUM

TITLE I PROGRAM

The Learning Center! operates a school-wide Title I program to improve instruction. All of our Title I funds are used to help pay the salary of the Associate Academic Director who provides coaching and mentoring opportunities to all teachers and students.

What is Title I?

Title I, which began in 1965, is administered by the US Department of Education and provides funds to eligible schools "to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at minimum, proficiency on state academic achievement standards and state academic assessments."

Parent and Family Engagement Plan

One of the key components of a Title I program is parent and family engagement. Research indicates that when parents work in partnership with the school, students have the highest achievement rate. Click on the link to view the [Parent and Family Engagement Plan](#).

Parent Right to Know

As a parent of a student in a Title I school, you have the right to know the professional qualifications of the classroom teachers or paraprofessionals who instruct your child. Federal law allows you to ask for this information from the Head of School.

North Carolina Standard Course of Study

We follow the North Carolina Standard Course of Study in K-8 in all subject areas. The College and Career Ready standards are designed to prepare students to succeed in today's global society. An emphasis on Project/Problem-based learning is used to increase the students' ability to think critically and to use 21st century skills.

Curriculum

The Learning Center! has an E-STEAM (Entrepreneurship, Science, Technology, Engineering, Arts/Agriculture, Math) focus. Skills are taught using direct instruction, as well as through individualized, experiential, and PBL approaches.

Reading/English Language Arts

Elementary students are taught using the Four Blocks Literacy Model that includes daily instruction in Guided Reading, Working With Words (grammar and vocabulary), Writing, and Self Selected Reading (independent reading based on each student's reading level). Science and Social Studies standards are often incorporated into Guided Reading.

Middle school uses a hands-on, PBL, cross-curricular approach to Literacy. It ties into subject matter being taught in all other courses.

Math

Elementary instruction is taught using a Guided Math approach that allows students to experience math through direct instruction and multi-level hands-on activities.

Middle school math follows a balanced, explorative, hands-on approach to teaching math, often incorporating problem/project-based learning that ties math to the everyday world.

Science

Elementary science instruction is an investigative, hands-on, interdisciplinary program in which students "learn by doing."

Middle grades science standards are taught through direct instruction and problem based learning (PBL) daily, which allows students to become deeply engaged in solving real world problems. Students create solutions and present their work to demonstrate mastery of 21st Century Skills.

Social Studies

Elementary uses a multi-method approach to learning involving our students in the local community and beyond. This includes direct instruction, PBL, and inclusion in Guided Reading.

Middle grades social studies standards are taught through direct instruction and problem based learning. This allows students to become deeply engaged in solving real world problems. Students create solutions and present their work in a variety of ways using 21st Century Skills.

Standards-based Grading

TLC! assesses students using a standards based grading system in which students receive a score for each standard, not an overall subject score. Students will receive a numeric score indicating their level of mastery on individualized standards as follows. You will receive more information about this from your child's teacher.

- 4- Exceeds Mastery - student demonstrates solid command of content and consistently takes thinking to a deeper level beyond completion of assignments, often exceeding grade level expectations;
- 3- Mastery - student consistently demonstrates basic command of grade level content;
- 2- Near Mastery - student demonstrates limited or inconsistent command of grade level content;
- 1- Remediation - student demonstrates almost no command of grade level content.

MAP Testing

Measures of Academic Progress (MAP) is a computer adaptive online assessment administered 3 times throughout the school year. MAP Growth accurately measures what students know, regardless of their grade level. It also measures growth over time, allowing you to track your child's progress throughout the school year and across multiple years.

Report Cards

Standards-based report cards will be distributed at the end of each trimester, or every 12 weeks.

TOLC! THE OUTDOOR LEARNING CENTER

The Learning Center! Charter School has established long-term permission to use an adjoining piece of property in which students participate in a variety of outdoor activities. The creation and maintenance of this outdoor area serves many school-related purposes, among them outdoor classroom space, walking trails, garden activities, gathering space and play areas. On any day and in any weather students will be accompanied to areas of TOLC for class activities. Occasionally, outdoor activities will sometimes include walks to Konehete Park.

A parent may specifically request in writing that his or her child not be allowed in TOLC or be permitted to walk with proper adult supervision to Konehete Park. The written request should be directed to the school Head of School. Questions about TOLC should be directed to your student's homeroom teacher.

HOMEWORK POLICY

As part of the Parents As Partners program, homework extends the learning experiences students have had during the instructional day, allows students the opportunity to delve more deeply into topics studied in class, and provides individualized assignments based on the students' ability levels. Teachers may assign differentiated homework each week.

Students are expected to complete homework assignments to the best of their ability and to submit the completed work by the teacher assigned due date.

Ways for Parents/Guardians to Help With Homework

Establish Routines- Set a regular time and place for homework and provide necessary supplies

Supervise Homework- Ask questions about your student's assignments. Check your student's homework assignments for completion, not necessarily for accuracy.

Provide Reinforcement- Help with organization strategies. Encourage good study habits. Be available to talk about assignments, but do not do the assignment for them. Watch for frustration. Give praise. Encourage student-teacher conversations.

MISSING ASSIGNMENTS

Students are expected to complete and submit all assignments, in class or homework, in a timely manner. Students with missing assignments must complete them as instructed by the teacher who assigned the work, during the students' free time or after school. Missing assignments will affect the students' grade for that assignment as well as their 21st Century & Social Skills grade.

STUDENT PROMOTION/RETENTION

The Board of Directors believes that students should progress to the next level of study only after they have demonstrated proficiency in their knowledge and application of the current curriculum level.

The Head of School has the ultimate responsibility for promotion/retention decisions in accordance with General Statute 115C-288(a) and in alignment with North Carolina Student Accountability Standards.

LOCAL PROMOTION STANDARDS

Students are promoted based upon annual growth in reading, writing, mathematics, science and social studies.* Annual growth is determined in a variety of ways including:

- The North Carolina End-of-Grade Assessment in Reading
- The North Carolina End-of-Grade Assessment in Mathematics
- The North Carolina End-of-Grade Assessment in Science (grades 5 and 8)
- MAP Benchmark Assessments including Reading Fluency in K-3
- Teacher observation, conferencing, and documentation of classroom performance (based on work samples)
- Instructional Unit Assessments
- Student Attendance/Times Tardy/Early Dismissals/Discipline Data

- Formative Assessments
- Trimester Grade Reports
- ESGI Assessments (Kindergarten)
- Writing Assessments
- Easy CBM data
- Touch Math data
- High Noon/PALS data

*A student identified in the Exceptional Children program must have made sufficient progress toward the academic goals in his/her IEP.

The Board believes that students should progress to the next level of study only after they have demonstrated proficiency and/or required growth in their knowledge and application of the current curriculum level.

***Read to Achieve**

The state implemented *Read to Achieve* legislation beginning in 2013-14. Students in Grade 3 take a beginning of year reading assessment to establish baseline data. Low performing students are targeted to receive immediate reading intervention services throughout the year. At the end of third grade, the students take the end-of-grade tests in reading and in mathematics. The students must score proficient in reading in order to be promoted to the fourth grade unless the student qualifies for a “good cause exemption”, score a 207 or higher on MAP assessments, or pass the Read to Achieve assessment.

STUDENT RECORDS

Rights of Privacy

A parent, legal guardian, or eligible student has the right to read, inspect, or copy any and all records, data, and information maintained by the school. Such requests should be honored within a reasonable period of time, but in no case more than 45 days after the request has been made. Eligible student is defined as one who has reached the age of majority, 18 years, unless he/she has been declared incompetent by the court.

A parent, legal guardian, or eligible student has a right to a hearing to challenge the validity of the contents of the child’s record. They have the right to add to records, data, and information a written explanation or clarification thereof and to cause the expunction of incorrect, outdated, misleading, or irrelevant entries. On the school system’s refusal to delete such entries, the parents may request a due process hearing 30 days after such refusal.

The Learning Center! may not release to any persons other than the eligible student, his parents or guardian, or any surrogate parent any records, data, or information on any child with special needs except:

1. as permitted by prior written consent of the student, his parents, or guardian, or surrogate parent,
2. as required or permitted by federal law,
3. to school officials within the local education agency who have legitimate educational interest,
4. to school officials or other local educational agencies in which the student intends to enroll, or
5. to certain authorized representatives of the state and federal government who are determining eligibility of the child for aid, as provided under Public Law 93-380 or other federal law.

Adopted July 9, 1997

ADMINISTERING MEDICATIONS TO STUDENTS

Medications, prescription and over-the-counter, will be locked in a specified location and shall be administered at school only when the student’s health requires that it be given during school hours. Parents must complete a permission form

for each medication. Click [here](#) to access the form, or you may request one in the office. Medications will only be administered by designated personnel. **ALL MEDICATION must be in an original, properly labeled container** with identifying information of contents. Students are not allowed to carry any medication except inhalers or epi-pens (as specified on the prescription) on their person. Medication permission forms must also be on file in the office for the above mentioned medications.

PROHIBITION AGAINST HARASSMENT, BULLYING AND DISCRIMINATION

It is the priority of **The Learning Center! Charter School** to provide the entire school community with a safe, orderly and caring learning environment that is free from any form of harassment, bullying or discrimination. All acts of harassment, bullying or discrimination are Reportable Serious offenses.

Click [here](#) to view the complete policy.

PARENT-SCHOOL-STUDENT COMPACT

A compact describing the expectations of parents, students, and school personnel must be signed by all at the beginning of each school year. To view the compact [click here](#).

The Learning Center Title IX Policy

SEXUAL HARASSMENT UPDATED DEFINITION:

Sexual harassment is defined as conduct on the basis of sex that falls under one or more of the following:

- 1) Quid pro quo harassment. An employee conditioning an educational aid, benefit, or service on an individual's participation in unwelcome sexual conduct.
- 2) Unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity (i.e., hostile environment).
- 3) Sexual assault as defined in the Clery Act, or dating violence, domestic violence, or stalking as defined in the Violence Against Women Act.

SEXUAL HARASSMENT GRIEVANCE PROCEDURE

The board takes seriously all complaints of discrimination. Any employee with a complaint of discrimination or harassment, other than sexual harassment, is encouraged to notify school officials and seek either an informal resolution or submit a grievance.

DEFINITIONS

Respondent: the employee, student or visitor alleged to have harassed the complainant.

Complainant: employee complaining of being sexually harassed.

Days: The working days, exclusive of Saturdays, Sundays, vacation days or holidays, as set forth in the aggrieved employee's employment calendar. In counting days, the first day will be the first full working day following receipt of the grievance.

Coordinator: Publicly known representative of The Learning Center who is responsible for monitoring the overall implementation of policies and compliance with Title IX in all areas covered by the regulations.

Investigator: The school official responsible for facilitating interviews of the complainant, witness(es) and respondent, documenting and making the concerned parties aware of the status of investigation proceedings, and issuing an investigative report summarizing evidence before a determination regarding responsibility is made.

Decision Maker: The school official tasked with issuing a determination regarding responsibility after reviewing the evidence and findings of the investigation

Appeals Board: The job of the appeals board is to review the case and determination and issue a ruling at the conclusion of the review.

TIMELINESS OF PROCESS

The number of days indicated at each level should be considered a maximum and every effort should be made to expedite the process.

Failure by the investigator at any step to communicate a decision within the specified time limit will permit the complainant to appeal the complaint to the next step unless the investigator has notified the complainant of the delay and the reason for the delay, such as the complexity of the investigation or report. The investigator will make reasonable efforts to keep the complainant apprised of progress being made during any period of delay. Delays are not permitted that interfere with the exercise of any legal rights.

Failure by the complainant at any step to appeal a grievance to the next step within the specified time limit will be considered acceptance of the decision at that step, unless the complainant has notified the investigator of a delay in writing, the reason for the delay and the investigator has consented in writing to the delay.

GENERAL REQUIREMENTS:

- No reprisals of any kind will be taken by the appeals board or by an employee of the school against any complainant or other student or employee on account of his or her participation in a complaint filed and decided pursuant to this policy.
- All meetings and hearings conducted pursuant to this policy will be private.
- The appeals board and school will consider requests to hear complaints as a group, but the appeals board and officials have the discretion to respond individually to complainants.
- The complainant may have a representative, including an attorney, at any stage of the complaint.

PROCESS FOR COMPLAINT

The steps for reporting a Title IX complaint are as follows, and are detailed below:

1. Assess the Situation
2. Evaluate Appropriate Interim Measures
3. Establish Timelines and Initiate an Investigation
4. Interview the Complainant, Witnesses, and the Respondent
5. Prepare a Summary or Report
6. Issue Investigation Findings
7. Keep Records

1. Assess the Situation

The Coordinator will:

- Receive the initial complaint, orally or in writing, from the complainant.
- Determine the initial investigation strategy, determine any mandatory and discretionary reporting obligations, and provide a written notice of the allegations to both the complainant and respondent.

Note: A grievance must be filed as soon as possible but no longer than 30 days after disclosure or discovery of the facts giving rise to the grievance. The grievance must include at a minimum, a description of the events or circumstances giving rise to the complaint and, if known, the names of any individuals the complainant believes are responsible for or have knowledge concerning the alleged harassment. For a grievance submitted after 30 days which claims a violation, misapplication or misinterpretation of state or federal law, the Coordinator will determine whether the grievance will be investigated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay on

the ability of the school to investigate and respond to the complaint; and whether the investigation of the complaint is necessary to meet any legal obligations.

2. Evaluate Appropriate Interim Measures

The Coordinator will:

- Determine any interim non-disciplinary, non-punitive measures that need to be put into place to protect or support the complainant and/or respondent.

3. Establish Timelines and Initiate an Investigation

The Coordinator will:

- Notify the complainant of the timeline for completing the investigation
- Notify the respondent that a complaint has been filed against him/her
- Send written notice to the parties of any investigative interviews, meetings, or hearings
- Update the timeline as need and keep the parties apprised of any delays or extensions while documenting these delays

4. Interview Complainant, Witnesses and Respondent

The Investigator will:

- Determine who should interview the parties
- Obtain all facts regarding the incident
- Preserve evidence and documentation provided by the parties
- Allow the complainant/witness(es)/respondent to have an advisor (who may be an attorney) to support person present
- Ask for the names of other potential witnesses
- Maintain neutrality
- Listen calmly and respectfully

5. Prepare a Summary or Report

Investigator will:

- Send all parties, and their advisors, all evidence directly related to the allegations.
- Provide at least 10 days for the parties to inspect, review, and respond to the evidence.
- Allow each party the opportunity to submit written, relevant questions that a party wants asked of any part or witness, provide each part with the answers, and allow for additional limited follow-up questions from each party

6. Issue Investigation Findings

Decision Maker will:

- Prepare an investigation findings letter for the complainant and respondent
- Detail the steps taken during the investigation and the evidence considered

The investigation findings letter will include:

- The findings of fact based on evidence gathered
- Conclusions of law about whether the alleged conduct occurred
- Disposition of the complaint, with rationale for the disposition as to each allegation
- Corrective actions taken
- Whether remedies will be provided to the complainant
- Notice to both parties of their right to appeal the decision

Both Complainant and Respondent may appeal from a determination regarding responsibility, and from a school's dismissal of a formal complaint or an allegations therein

7. Record Keeping

The school will keep the following records for 7 years:

- Sexual harassment documents
- Appeals and results therefrom
- Informal resolution and results therefrom
- All materials used to train staff members

INFORMAL RESOLUTION

The board acknowledges that reports of harassment, including sexual harassment, may be addressed informally through such methods as conferences or mediation, and the board encourages the use of such procedures to the extent possible. If an informal process is used, the director or other appropriate personnel must notify the complainant of his or her option to request formal procedures at any time and must make a copy of this policy and other relevant policies available. In those circumstances where informal procedures fail or are inappropriate or where the complainant requests formal procedures, the complaints will be investigated promptly, impartially and thoroughly according to the following procedure. No student is required to resolve the issue of harassment directly with the individual alleged to have harassed him or her. In some cases, informal resolution is not appropriate even on a voluntary basis.

NOTICE

The Head of School is responsible for providing notice to students, parents and employees of the procedures for reporting and investigating complaints of sexual harassment. This shall include posting the Sexual Harassment Complaint Procedure for Employees in school buildings.

Legal References: Title VII of the Civil Rights Act of 1964, 42 U.S.C. 200e et seq.; Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq., 34 C.F.R. pt. 106; Equal Employment Opportunity Commissions' "Final Amendment Guidelines on Discrimination Because of Sex"

Approved August 11, 2020

COMPUTER USE/INTERNET POLICY

THE LEARNING CENTER! STUDENT ACCESS TO INFORMATION RESOURCES AND SERVICES

The Learning Center!(TLC!) recognizes that as technology shifts our digital culture by enhancing how we access, communicate and transfer information, our learning environments must also change. TLC! supports access by students to rich information resources and digital content and encourages our staff to develop appropriate digital and information literacy skills. In this digital age, access to information is a fundamental right of citizenship and the responsibility of our school.

Telecommunications, electronic information sources and networked services significantly alter the information landscape for schools by opening classrooms to a more diverse selection of resources. Historically, instructional and library media materials could usually be screened--prior to use--by committees of educators and community members intent on subjecting all such materials to reasonable selection criteria. This is now not always the case with the advent of freely available online resources. TLC! Media and Supplementary Materials Selection and Adoption Policy requires that all such materials support and enrich the curriculum while taking into account the varied instructional needs, learning styles, abilities and developmental levels of the students. The internet is opening classrooms to digital resources which have not been screened by educators for use by students of various ages.

Digital and information literacy skills are now fundamental to prepare citizens and future employees in our digital culture. TLC! expects that staff will blend thoughtful use of such information throughout the curriculum and that the staff will provide guidance, instruction, and encouragement to students in the appropriate use of such resources. Staff will consult the guidelines for instructional materials contained in the Media and Supplementary Materials Selection and Adoption Policy and will honor the goals for selection of instructional materials contained therein.

Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply (see Code of Conduct and Internet Access Policy). The network is provided for students to conduct research and communicate with others while pursuing digital learning. Access to network services will be provided to students who agree to act in a considerate and responsible manner. TLC! reserves the right to withdraw services from all students if services are generally misused, and to deny access to services, and to take other disciplinary action against individual students who misuse computing facilities.

Access to digital tools will enable students to explore various libraries, databases, open educational resources and other content provided globally. TLC! believes that the benefit to students given access to these digital learning resources and collaborative tools, exceed the disadvantages. The ultimate consideration however is that parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, TLC! supports and respects each family's right to decide whether or not to allow for individual student access to the Internet.

The TLC! Board of Directors authorizes the Director to prepare appropriate procedures for implementing this policy and for reviewing and evaluating its effect on instruction and student achievement.

STUDENT INTERNET/NETWORK ACCEPTABLE USE POLICY AND SAFE INTERNET ACCESS AGREEMENT

Student Internet/Network Acceptable Use Policy

Issued 04/09 : Rev. 08/18

The Internet is a global opportunity to enhance professional development, promote digital learning, appeal to different learning styles, and meet the educational goals of The Learning Center! Through the Internet, users can observe events as they occur around the world, interact with others on a variety of subjects, and acquire access to current and relevant digital content.

Teachers are encouraged to incorporate the use of the Internet into their lesson plans. Students are encouraged to use the School's computer network and Internet connection for educational purposes.

TLC! is proactive with the encouragement of safe network use by providing robust and secure services. TLC! provides network access to all students on campus by utilizing fiber optic internet provided by the North Carolina Research and Education Network (NCREN). We also utilize content filtering that complies with the Children's Internet Protection Act (CIPA) ensuring the online safety of our students while they use effective online educational resources.

The use of such resources is a privilege, not a right. Students must conduct themselves in a responsible, efficient, ethical, and legal manner. Unauthorized or inappropriate use, including cyber-bullying and any violation of the Student Internet/Network Acceptable Use Policy, may result in cancellation of the privilege, disciplinary action consistent with

the Code of Conduct, and/or civil or criminal liability. **Prior to accessing the Internet at school, parents and students must sign the “Student Internet/Network Acceptable Use Policy and Safe Internet Access Agreement”.**

Smooth operation of the School's Network relies upon users adhering to the following guidelines, which are provided so that users are aware of their responsibilities.

Terms and conditions:

- a. Access to the School's Network/Internet must be for the purpose of digital learning and research and must be consistent with the educational objectives of the School.
- b. Students may use school provided computers/hardware for the purpose of digital learning and research with their teacher's permission.
- c. Students may only access the Network/Internet with their teacher's permission.
- d. Personal electronic devices are not allowed at The Learning Center UNLESS an individual teacher has chosen to allow the use of such devices for instructional purposes. Under no circumstances shall these devices be connected by students to The Learning Center Network/Internet. Such devices will be the total responsibility of the student. The School will not be responsible for damaged or stolen personal electronic devices.
- e. Students are responsible for their behavior and communication on the Network/Internet. Students must meet all standards of expected student behavior and comply with all Board policies and School standards and rules.
- f. Students may not intentionally seek information on, obtain copies of, or modify files, data or passwords belonging to other users, or misrepresent other users on the network.
- g. Students may not use the Network/Internet to engage in unauthorized access, cyber-bullying, "hacking" or other unlawful activities.
- h. Transmission of any material in violation of any State or Federal law or regulation, or School policy is prohibited.
- i. Any use of the Network/Internet for commercial purposes, advertising, or political lobbying is prohibited.
- j. Students are expected to abide by the following generally-accepted rules of network etiquette:
 - i. Be polite, courteous, and respectful in your communications to others. Use language appropriate to school situations in any communications made through the school's computers/network. Do not use obscene, profane, vulgar, sexually explicit, defamatory, or abusive language in your communications.
 - ii. Never reveal names, addresses, phone numbers, or passwords of yourself or other students, family members, teachers, administrators, or other staff members while communicating on the Internet.
 - iii. Do not transmit pictures or other information that could be used to establish your identity or that of another individual without prior approval of a teacher.
 - iv. Never agree to get together with someone you "meet" on-line without prior parent/guardian approval.
- k. Use of the Network/Internet to access, process, distribute, display or print material that is obscene, objectionable, inappropriate and/or harmful to minors is prohibited. Accessing, submitting, posting, publishing, or displaying any material that is defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, ethnically offensive, harassing, or illegal is strictly forbidden. Offensive messages and pictures, inappropriate text files, or files dangerous to the integrity of the School's computers/network (e.g., viruses) are also prohibited.
- l. Malicious use of the School's computers/network to develop programs that harass other users or infiltrate a computer or computer system and/or damage the software components of a computer or

computing system is prohibited. Students may not use the School's computers/network in such a way that would disrupt their use by others. Students must avoid intentionally wasting resources.

- m. All communications and information accessible via the Internet should be assumed to be private property (i.e. copyrighted and/or trademarked). All copyright issues regarding software, information, and attributions of authorship must be respected.
- n. Students are prohibited from downloading any software to network drives or local hard drives. All downloads must be to compact disc or jump, flash, thumb, USB drive or memory stick. Public domain software may be downloaded by a teacher. If a student transfers a file or software program that infects the Network with a virus and causes damage, the student/parent/guardian may be liable for any and all repair costs to make the Network once again fully operational. Users are responsible for checking their own disks and downloaded materials for possible viruses. The Learning Center! assumes no responsibility for any damages caused by viruses which may or may not have been acquired on school computers.
- o. Privacy in communication over the Internet and the Network is not guaranteed. To ensure compliance with these guidelines, the School reserves the right to monitor, review, and inspect any directories, files and/or messages residing on or sent using the School's computers/network. Communications relating to or in support of illegal activities will be reported to the appropriate authorities.
- p. Use of the Internet and any information procured from the Internet is at the student's own risk. The School is not responsible for any damage a user suffers, including loss of data resulting from delays, non-deliveries, mis-deliveries, service interruptions, or inaccurate information. The user accepts personal responsibility for any information obtained via The Learning Center computer network. Personal liability will rest with the user. The user shall hold The Learning Center blameless from any claim, expense, liability, or damage arising out of, or in connection with, users' use of the system, including, but not limited to, telephone toll charges, database access fees, and software charges. The School is not responsible for the accuracy or quality of information obtained through its services. The Learning Center! assumes no responsibility for any unauthorized charges for fees, including credit card charges, telephone charges, long-distance charges, per minute surcharges, and/or equipment or line costs. Beware of any "free" offers. There is usually a hidden charge.
- q. Information (including text, graphic, audio, video, etc.) from Internet sources used in student papers, reports, and projects should be cited the same as references to printed materials.
- r. Disclosure, use and/or dissemination of personal identification information of minors via the Internet is prohibited, except as expressly authorized by the minor student's parent/guardian on the "Student Network and Internet Acceptable Use Policy Agreement."
- s. Proprietary rights in the design of web sites hosted thru the School remain at all times with the School.
- t. Chat rooms and other forms of direct electronic communications (i.e., Instant Message services) are prohibited except those provided through school approved channels.
- u. Accessing non-school issued/supported Internet/e-mail accounts is not permitted. ***
- v. Students are prohibited from streaming music and videos for non-instructional or non-teacher directed purposes.
- w. Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy hardware, data of another user, the internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.

***. The Learning Center is providing student E-mail accounts that are centrally controlled. The email allows the use of approved digital tools like Google Classroom and Office365 for Education. An E-mail permission form will be provided to parents allowing the use of E-mail. These emails will only be used for school-based activities and the student will follow all other guidelines outlined in this policy.

Internet Safety Agreement

- Despite every effort for supervision and filtering, all users and their parents/guardians are advised that access to the electronic network may include the potential for access to materials inappropriate for school-aged students. Every user must take responsibility for his or her use of the network and Internet and avoid these sites.
- In using the network and Internet, users should not reveal personal information such as home address or telephone number. Users should never arrange a face-to-face meeting with someone “met” on the Internet without a parent’s permission.
- Personally identifiable information concerning students may not be disclosed or used in any way on the Internet without the permission of a parent or guardian. Users should never give out private or confidential information about themselves or others on the Internet.
- The School will utilize filtering to prevent students from accessing visual depictions that are (1) obscene, (2) pornographic, or (3) harmful to minors. The use of anonymous proxies to get around the content filter is strictly prohibited and will be considered a violation of this policy. The School will also monitor the online activities of students, through direct observation and/or technological means. These actions are compliant with the Children’s Internet Protection Act (CIPA).
- As stated, the School will take reasonable precautions to prevent students from having access to inappropriate materials, such as violence, nudity, obscenity or graphic language which does not serve a legitimate pedagogical concern. The school will not, however, limit access to the Internet for the purpose of restricting access to political ideas or social perspectives.

Teacher Responsibilities

- Will provide developmentally appropriate guidance to students as they make use of digital tools and electronic information resources to conduct research and other digital learning activities related to the district curriculum.
- All students will be informed of their rights and responsibilities as users of the district network prior to gaining access to that network, either as an individual user or as a member of a class or group.
- Use of networked resources will be in support of educational goals.
- Treat student infractions of the Acceptable Use Policy according to the school discipline policy.
- Provide alternate activities for students who do not have permission to use the internet.

Head of School’s Responsibilities

- Include Acceptable Use Policy in student handbook.
- Be sure handbooks are distributed to all students and their families.
- Treat student infractions of the Acceptable Use Policy according to the school discipline policy
- Permission forms must be kept on file for one year.
- Students who do not have permission to use the internet must be identified to the teaching staff.
- Ensure that compliant filtering software is in use to block access to materials that are inappropriate, offensive, obscene, or contain pornography.
- Have acceptable use policy approved by the board and reviewed yearly.

SOCIAL MEDIA AND STUDENT INTERNET PUBLICATION NOTICE

The Learning Center! Charter School has established a social media program that includes blogs, Facebook, Twitter and YouTube accounts. For instance, the [TLC! Grow Zone blog](#) provides information about upcoming events, programs at the school, fieldwork, important school news, community involvement and much more.

These social media accounts are in addition to those available on the school’s website. The creation and maintenance of these accounts serves many school-related purposes, among them are the opportunity to demonstrate high quality work produced by our students and to display photographs and video presentations of students, faculty and school events.

Examples of postings include, but are not limited to, student podcasts and photos, video or audio book talks, digital photo stories, individual or group achievements, photo archives, and other presentations. These will be published on the Internet and available to the general public. However, no student name or other personal identifying information will be posted on our website or any social media account. Furthermore, supervising teachers and staff will not post any content if they believe that doing so is likely to put any student's privacy or safety at risk.

At any time during a student's enrollment at the school, a parent may specifically request in writing that his or her child's materials, photos, or other similar information not be posted on any of these sites. The written request should be directed to the Head of School, Ryan Bender. Questions about the school's social media program should be directed to the school's Social Media Director, Dana Bolyard.

Effective October 20, 2010

ASBESTOS HAZARD EMERGENCY RESPONSE

TO: Parents, Staff, and other building occupants of The Learning Center Charter School

FROM: Mary Jo Dyre, Executive Director, AHERA Designee

RE: AHERA Steps to Inform Others

Date: June 5, 2004

In compliance with the U.S. Environmental Protection Agency (EPA) Asbestos Hazard Emergency Response Act (AHERA), our school will make annual notification through policy books and orientation handouts concerning the availability of the architect's, engineer's, or accredited inspector's statement of no ACBM (Asbestos Containing Building Materials).

These statements are available to you for review upon request.

Sincerely,

Mary Jo Dyre

Executive Director/AHERA Designee

KINDNESS IN THE CLASSROOM

Our school has adopted the Kindness in the Classroom® curriculum. It serves as a K-8 evidenced-based social emotional learning curriculum. It was designed to help schools create a culture of kindness. Throughout the year each classroom focuses on the following core concepts: Respect, Caring, Inclusiveness, Integrity, Responsibility, and Courage. This program is approved by CASEL (Collaborative for Academic and Social and Emotional Learning) and other independent studies and reports that you can find on <https://www.randomactsofkindness.org/>. Our goal is to teach our students the skills to communicate their feelings effectively, really listen to others, keep emotions in check, listen and understand other points of view that they may not agree with, and empathize with people who are different. All TLC staff members are watching for students who exhibit one of the core concepts and, when they witness a Random Act of Kindness, the student is awarded a *Bear Paw Kindness Card* which is turned into the office. All students who receive Bear Paws will be recognized at the end of each month.

Create a culture of kindness.

-Choose kindness over violence.

- Choose compassion over cruelty.
- Choose action over indifference.

GREAT EXPECTATIONS AND STUDENT CODE OF CONDUCT

The Learning Center! is committed to providing a safe and orderly school environment where students may receive and teachers may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, administrators, parents and visitors is essential to achieving this goal.

The Learning Center! has a set of **Great Expectations** for conduct on school property and at school functions on or off school property. These **Great Expectations** are based upon three basic principles-

Be Safe, Be Respectful and Be Responsible

Student Responsibilities

Students are responsible for:

- attending school regularly and on time.
- completing all academic work as assigned.
- bringing appropriate materials and assignments to class.
- obeying school and classroom rules.
- respecting the rights of all TLC staff, students, and visitors.
- acting appropriately.
- using appropriate language.
- respecting school property.
- dressing appropriately for school.
- adhering to updated COVID-19 guidelines and procedures.

Student Rights

Students have the right to:

- a quality education.
- attend a safe school.
- physical safety and protection of personal property.
- be free from discrimination.
- be free from bullying behavior.
- privacy.
- be treated with respect by TLC staff, students, and visitors.

Student Privileges

Students earn the privilege to participate in:

- recess activities
- classroom celebrations
- class field work and trips.
- schoolwide events.
- before/after school activities.

GREAT EXPECTATIONS BEHAVIOR MATRIX

	Decks	Dining Commons	Assemblies & Programs	Bathrooms	Technology
Be Safe	Walk on the right side of the decks, following the marked directional paths Keep hands and objects to yourself Maintain 6 feet social distancing at all times	Walk Carry food tray with both hands Eat your own food	Sit in your seat Keep feet in front of you Stay with your group	Wash hands with soap and water Keep feet on floor Voice Level 2 Wash hands for at least 20 seconds with warm water	Keep passwords private Think before you click Keep personal information private Report inappropriate use
Be Respectful	Listen and follow directions of adults Use Voice Level 2 Be mindful of others' classrooms	Use Voice Level 0 until all have been served Use good table manners Use Voice Level 2 while eating	Enter and exit at Voice Level 0 Eyes forward Listen attentively	Wait your turn Respect the privacy of yourself and others Flush toilet after use Limit use of paper towels Clean up after yourself Respect school property	Log out when you are finished Use appropriate sites and searches Report any computer issues to an adult Give credit to the sources you use Engage appropriately in Zoom meetings
Be Responsible	Go directly where you need to be Hands off others and their property Wear masks at all times	Raise your hand for assistance Clean up trash even if it is not yours Follow directions Stay in your assigned seat Be in dress code	Follow directions of adult in charge Clap or laugh appropriately	Put trash in trash can Report problems to an adult Return to your assigned area promptly Clean up after yourself Use supplies responsibly	Respect the privacy of others Use polite language Do not bully or harass others Use equipment appropriately Be a good digital citizen.

	Playground, P.E., TOLC	Specials (Art, Electives, Music)	Drop-off/ Pick-up	Off Campus Walks	Office
Be Safe	Use equipment for the intended purpose Keep hands, feet and objects to yourself Stay in approved area Dress for the weather Maintain 6 feet social distancing at all times	Stay in your personal space Use equipment and materials appropriately Keep hands, feet and objects to yourself	<i>Morning Drop Off</i> Stay in the vehicle until the COVID-19 screening is completed Voice Level 2 <i>After School Pick-up</i> Voice Level 2 <u>Walk</u> to the vehicle as directed when name is called	<u>Walk</u> on the part of the sidewalk farthest from the road Stay out of the road Do not stop to pick up items Listen to and follow directions Report any dangerous situations to the adult in charge	<u>Walk</u> to and from the office Ask for help if needed
Be Respectful	Follow directions Treat others as you want to be treated Return equipment to proper place Follow all playground rules	Listen and follow directions Use polite language Participate to the best of your ability	Voice Level 2 Remain in your assigned area Listen for your name to be called	Use polite language Participate to the best of your ability Listen and follow directions	Use voice Level 2 in the office Patiently wait your turn to be helped Speak politely to office personnel Listen and follow directions
Be Responsible	Enter and exit gym at Voice Level 0 Voice Level 0 walking to and from TOLC Report problems to adult in charge	Enter and exit at Voice Level 0 Make good choices Leave the room/area as you found it	Have your belongings packed and ready and with you	Use Voice Level 0 until you arrive at your destination	Press and release buzzer before entering Enter and exit at Voice Level 0

GREAT EXPECTATIONS FOR DRESS CODE

Please Note: Due to the A/B schedule for 2020-2021, NO "Friday shirts" will be allowed on campus this year. Students, including those in the LEAP program should adhere to the traditional Monday-Thursday Dress Code for all days they are in attendance.

Tops

(Boys and Girls)

- TLC logo or Maker's Faire shirts (long or short-sleeved)
- TLC sweatshirts and jackets ordered and purchased through the school office.
- NOTE: Tee shirts may not be tied up on the side or the back above their pant waistline. NO midriff may be exposed.

Bottoms

Monday-Friday

- Solid color, basic cut jeans, and pants with no rips, tears, or holes in them
- Fingertip length shorts, capris, skirts with shorts or leggings
- Solid color athletic shorts with a single or double stripe down the side

Shoes

Monday-Friday

- **ATHLETIC shoes** are required daily. Approved Athletic shoes must have internal arch supports.
Note: Converse are not allowed! Any shoe in question MUST be approved by the PE instructor prior to being worn into school.

Outerwear and Hats

- Non-TLC jackets and sweats are allowed outside only in cold weather and must be removed upon entering the classroom, Dining Commons or gym.
- NO hats will be permitted (except on special designated "hat days").
- Toboggans, or other cold weather knit hats will be allowed while outside during the cold weather months.

Dress Code Violations

1st Violation- Student is sent to the office to call and have parent bring appropriate clothing. Written documentation will be recorded and sent home in the student's planner.

2nd Violation- Student is sent to the office to call and have parent bring appropriate clothing. Written documentation will be recorded and sent home in the student's planner. Parent will be called to schedule an appointment with the Head-of-School.

3rd Violation (and beyond)- Repeated violations may become a Reportable Offense and will require a student and parent meeting with the Head of School, Teacher, and Behavior Committee.

STUDENT CODE OF CONDUCT

The ***Great Expectations-Be Safe, Be Respectful, Be Responsible*** are the foundational principles of the Student Code of Conduct. Students are expected to follow a clearly defined and structured code of conduct that encourages personal responsibility and respect for themselves, others and the environment. Appropriate consequences are assigned for students who do not adhere to the Code of Conduct.

"Discipline is teaching, not punishment." -T. Berry Brazelton

KINDERGARTEN-SECOND GRADES

TLC! teachers develop classroom **Great Expectations** and develop classroom discipline procedures which they share with students and their parents. Positive behavior expectations are always encouraged, recognized, and rewarded through the use of motivational class clip charts and are communicated daily in the student planners.

Consequences that are age appropriate are determined by the teacher for inappropriate behaviors and parents are notified.

THIRD – FIFTH GRADES

TLC! teachers continue to utilize positive behavior rewards and incentives in these grades. As in the younger elementary grades, students begin each school day with a “clean slate” and are given multiple reminders of the **Great Expectations**. During these years the students begin to transition away from class clip charts and move closer toward the incentive and motivational tools used in the upper grades.

SIXTH - EIGHTH GRADES

TLC! teachers in grades 6-8 have developed a consistent discipline plan that addresses unacceptable student behavior that does not fall into the Reportable Serious Offense or Reportable Criminal Offense categories.

The Student Behavior Team has developed a consistent procedure for addressing inappropriate student behavior at all grade levels. It is based on a tiered system (1-3). The Team develops an individualized behavior goal to address the inappropriate behavior and monitors progress toward meeting the goal.

Tiered Behavior Procedure

A three-tiered approach to addressing inappropriate behavior is being implemented this year.

Tier 1:

- a. Redirection in the classroom or where behavior occurs.

- b. If redirection is unsuccessful and unacceptable behavior continues, Tier 2 begins and the problem is brought before the Behavior Team who reviews the problem and assigns a Behavior Goal for the student and a strategy for the student and teacher to use. This process is repeated up to three times, if necessary. Parents will be informed through an ABC Form at each step of the process.

Tier 2: Continued documentation of behaviors and strategies used until behaviors cease or case moves to Tier 3.

Tier 3: Intensive Intervention is implemented.

If the offense is one that is reportable to the state (Serious), the Head of School assigns a consequence immediately. The parent and student meet with the Head of School and the Behavior Team to determine a plan of action going forward. If the offense is one that is reportable to the state (Criminal), law enforcement and/or the Department of Juvenile Justice may also be contacted.

REPORTABLE SERIOUS OFFENSES

The following incidents are considered serious and are reportable to the state. A student will be immediately referred to administration for these offenses. In-school or out-of-school suspension may be assigned. Internet and/or computer hardware abuses will be met with internet access restrictions.

1. Harassment, Bullying and Discrimination-

Harassment or bullying behavior includes verbal or physical conduct that is intended to intimidate, injure, degrade, or disgrace another student, staff member, volunteer, or any other person, or that has such effect. Bullying, in person, online, or in any way will not be tolerated. Some examples of this type of behavior include, but are not limited to the following:

- Verbal or physical conduct that targets a student or employee, reflecting on the person's race, color, national origin, gender, disability, age, sexual orientation, physical characteristics, or any other protected category
- Derogatory or demeaning comments, including, but not limited to name calling, hostile teasing, inappropriate gestures, taunts, put-downs, epithets, slurs, and mean-spirited jokes
- Displaying or circulating written inappropriate materials or pictures involving another person
- Threats of force or violence against a person or possessions
- Shunning and/or exclusion from peer group
- Misbehavior that is severe, pervasive or persistent that creates a hostile environment that substantially interferes or impedes students' ability to learn

2. Disrespecting a Staff Member/Insubordination

"Insubordination" is defined as willful disobedience, defiant behavior or noncompliance with requests of authority.

Examples of disrespectful behavior include, but are not limited to the following:

- Refusing to follow the directions of a staff member or school policy
- Refusing to complete assigned work in class
- Walking away while a staff member is talking to you
- Responding orally in a rude manner to a staff member
- Talking about or to a staff member using profanity
- Consistent disregard for Dress Code
- Leaving the classroom or school campus without authorization

3. Inappropriate Use of the Internet

Failure to abide by the [Internet Acceptable Use By Students Policy](#).

4. Aiding and Abetting a Fight

Students who participate in, assist in, or cause a fight verbally or physically.

5. Fighting/Aggressive Behavior Towards Another Student

This includes the exchange of physical contact between students, with or without injury, by pushing, shoving, punching, hitting, kicking, biting, spitting, etc. at another student for the purpose of harassment or which could cause harm.

6. Theft

Theft is defined as "...to steal or possess stolen property, or participate in a plan with others to do so."

Property is defined as follows:

- School Property- Unlawfully taking property belonging to The Learning Center!
- Staff Property- Unlawfully taking any property belonging to a staff member
- Student Property- Unlawfully taking any property belonging to another student
- Possession of Stolen Property- Having in one's possession property obtained without the permission of the owner, to include items stolen in the community and brought onto school grounds

7. Vandalism-

Willfully or maliciously damaging or destroying property belonging to another, or participation in a plan with others to damage or destroy school property, or property belonging to a school employee. Vandalism includes, but is not limited to, the following:

- Defacing walls, mirrors, desks, lockers, computers, or any other school equipment
- Damage or destruction of another person's property, including clothing, class projects, automobiles, etc.
- Graffiti- Willful or malicious defacing of public or private property.

REPORTABLE CRIMINAL OFFENSES

North Carolina General Statute 115C-288 indicates the procedures for reporting specific offenses to school administrators, and if necessary, law enforcement authorities.

The N.C. State Board of Education published guidelines for safe schools, part of which clarified and listed those offenses that are reportable to the State Board of Education annually.

The following is a list of the sixteen offenses that are considered criminal and reportable. A detailed description of each is available upon request.

1. Assault Resulting in Serious Personal Injury
2. Assault Involving Use of a Weapon
3. Assault on School Officials, Employees, and Volunteers
4. Making Bomb Threats or Engaging in Bomb Hoaxes
5. Willfully Burning a School Building
6. Homicide
7. Kidnapping
8. Unlawful, Underage Sales, Purchase, Provision, Possession, or Consumption of Alcoholic Beverages
9. Possession of Controlled Substance in Violation of Law
10. Possession of a Firearm
11. Possession of a Weapon
12. Rape
13. Robbery With a Dangerous Weapon
14. Sexual Assault (not involving rape or sexual offense)
15. Sexual Offense- First-degree sexual offense; Sexual offense with a child (adult offender); Second-degree sexual offense; Statutory rape or sexual offense of a person who is 13-15 years old
16. Taking Liberties with a Minor

STUDENT FLIGHT POLICY

If a child has an outburst or conflict that leads to him/her running out of the school building and/or property, our policy states to:

1. Notify the office, call the police, provide a detailed description of the child and the direction he/she went;
2. Notify the parent that such action has occurred
3. All available staff go in search of the child

COVID-19 Specific Information

Please access our Frequently Asked Questions Document (FAQ) on our website, <https://www.naturallygrownkids.org/faq-of-2020-21-school-year-covid-19>, for ongoing updates to procedures, policies, and expectations around COVID-19 efforts.

Screening:

- All students, staff and visitors will have their temperatures taken prior to entering any campus building.
- Anyone with a temperature of 100.4 degrees or higher must stay home.
 - Students with COVID-19 symptoms should visit their local healthcare provider to be tested. If families have no healthcare provider, they should contact the Health Department (828.837.7486) and set up an appointment for a test.
 - Families need to have insurance information ready when making an appointment.
- Screening will also be performed on-site at school every day.
- A staff member, wearing a mask and gloves, will take temperatures with a touchless thermometer, washing or sanitizing their hands frequently.

- Students will remain in their cars until their temperature has been taken.
- Any staff member with a fever of 100.4 degrees or higher will be sent home.
- Students who develop fevers during the day will be escorted to a triage waiting area, where a staff member will monitor them until a parent or guardian can pick them up.
- The Learning Center will notify the Cherokee County Public Health Department of any staff or students who do not pass the screening.

Masks:

- Masks will be required for all K-8 students
- Exceptions are allowed for students and staff who cannot wear a mask for behavioral, religious, mental or physical reasons.
- Face coverings will be provided at the school for students and staff.
- Families can send a child with their own mask. Please wash masks from home on a daily basis.
- Staff will be teaching mask protocols and students will be asked to follow staff directives on wearing face coverings.

Social Distancing:

- Social distancing markings will be on floors and walls, offices, the Dining Commons, Gymnasium, hallways, walkways, and where appropriate.
- Staff will monitor and enforce social distancing at all times.
- Classroom furniture will be spaced apart and students can only gather in groups if there is room for social distancing.
- The Learning Center is investing in table shields and other items to help with social distancing.
- Student movement throughout the day will be limited (for example, teachers will go to students rather than students changing classrooms).
- There will be limited use of shared classroom materials and any materials that are shared will be sanitized regularly.
- There will be directional signs and one way doors when applicable.

Handwashing and Sanitizing:

- There will be regular opportunities for students to wash or sanitize their hands.
- Sanitizer stations will be placed around campus at all entrances in order to be readily accessible at all times.

Water Fountains:

- Students will use a tissue to touch the water cooler spout when filling a water bottle, then throw the tissue away.
- Students are required under current policy to bring a personal refillable water bottle with a wide-mouthed brim.
- If a student is thirsty and does not have a water bottle, they can ask a staff member for a paper cup and use it to get water from the water fountain.

Exposure: Any student or staff member exposed to someone with COVID-19, even if that staff member or student has no symptoms and/or tests negative, must stay out of school for 14 calendar days.

If someone is diagnosed with COVID-19:

- Any student or staff member diagnosed with COVID-19 must remain out of school until at least 10 days have passed since the date of their first positive test.
- People who test negative may return to school once they feel well for 24 hours and have no fever without the use of fever-reducing medications.
- If someone develops symptoms, they must stay out of school until it is safe to return, based on:
 - Has it been at least 10 days since the first symptoms were reported?
 - Have they had at least three days without a fever (without medication)?
 - Have they had at least three days without COVID-19 symptoms such as coughing and trouble

breathing?